

## Discussion Points

1

- Grammar / Vocabulary Lists
- Grading
- Finding Authentic Resources
- Template – Atlas Considerations
- Getting Started – Level 1
  - ▣ Performance Expectations (by track)
  - ▣ Determining Thematic Units
- Key Points for Administration

Laura Terrill

## Conventions

2



*“Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions.”*

Ruth Culham

Laura Terrill

## Conventions

3

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

Laura Terrill

## Teaching Grammar

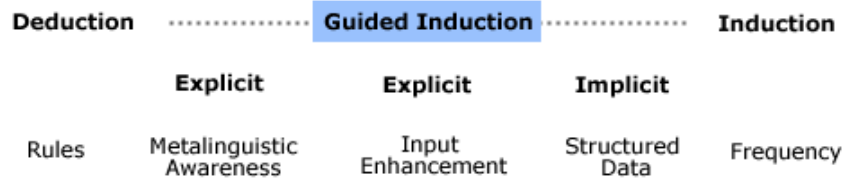
4

- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students uses languages, no real effort to identify patterns of grammar

Laura Terrill

## Grammar Continuum

5



<http://coerll.utexas.edu/methods/modules/grammar/03/>

Laura Terrill

## Grammar in Context

6

**P**resentation

**A**

**C**

**E**

Shrum & Glisan

Laura Terrill

## Bébé Lilly: Les bêtises

7

J'ai tout mangé le chocolat J'ai t  
cola Et comme t'étais toujours p  
le Nutella j'ai tout démonté tes tableaux j'ai tout  
découpé tes rideaux Tout déchiré tes belles  
photos Que tu cachais dans ton bureau



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>  
[http://www.dailymotion.com/video/xktt8\\_bebe-lilly-les-betises\\_music](http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music)

Laura Terrill

## Bébé Lilly: Les bêtises

8

I ate all the chocolate  
I drank all the cola cola  
And as you were still not there  
I finished all of the Nutella  
I took down all your pictures  
I cut all your curtains  
Tore all your beautiful pictures  
That you were hiding in your desk



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>  
[http://www.dailymotion.com/video/xktt8\\_bebe-lilly-les-betises\\_music](http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music)

Laura Terrill

## Grammar in Context

9

**P**resentation

**A**ttention

**C**

**E**

Laura Terrill

## Bébé Lilly: Les bêtises

10



J'**ai** tout **mangé** le chocolat J'**ai** tout  
 cola Et comme t'étais toujours pas là J'**ai** tout **vidé**  
 le Nutella j'**ai** tout **démonté** tes tableaux j'**ai** tout  
**découpé** tes rideaux Tout déchiré tes belles  
 photos Que tu cachais dans ton bureau

<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>  
[http://www.dailymotion.com/video/xktt8\\_bebe-lilly-les-betises\\_music](http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music)

Laura Terrill

## Grammar in Context

11

**P**resentation

**A**ttention

**C**o-construct

**E**

Laura Terrill

## Passé composé

12

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, j' \_\_\_\_\_ sur la queue de mon chat.

Laura Terrill

## Passé composé

13

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*frapper* Puis, \_\_\_\_\_ mon frère.

Laura Terrill

## Passé composé

14

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*frapper* Puis, **j'ai frappé** mon frère.

*oublier* Aussi, \_\_\_\_\_ mes devoirs.

Laura Terrill

## Passé composé

15

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*frapper* Puis, **j'ai frappé** mon frère.

*oublier* Aussi, **j'ai oublié** mes devoirs.

*jurer* Enfin, \_\_\_\_\_ à mon père et il m'a grondé.

Laura Terrill

## Passé composé

16

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*frapper* Puis, **j'ai frappé** mon frère.

*oublier* Aussi, **j'ai oublié** mes devoirs.

*jurer* Enfin, **j'ai juré** à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

Laura Terrill



## Grammar in Context

17

**P**resentation

**A**ttention

**C**o-construct

**E**xtend

Laura Terrill

## PACE – Extend

18

Consider how students might apply the grammar point in a functional way:

- ▣ Write 3 sentences saying what you did when you were naughty.
- ▣ Write 3 questions you might ask Bebe Lilly to see what else she did.

Laura Terrill

## Grading Explanation

19

%	Category	What it measures
10%	Learning Practice	Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, discrete point vocabulary and grammar quizzes count in this category.
30%	Interpersonal ( <i>Speaking</i> )	The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.
30%	Interpretive ( <i>Reading and Listening</i> )	The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.
30%	Presentational ( <i>Speaking or Writing</i> )	The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you may be able to rehearse and/or to record multiple times until you are satisfied with the final product.

Laura Terrill

## Tips for finding authentic text

- ❑ Look for texts that address the essential question of the unit. Do not look for texts that have specific vocabulary or structures.
- ❑ Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- ❑ Adapt the task, not the text.
- ❑ Become a fan of Pinterest/Huffington Post.

Laura Terrill, Pinellas 2015

## NCSSFL-ACTFL Global Can-Do Benchmarks

21

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

Laura Terrill

## Woodward Template - Atlas

22

Woodward Academy Unit Plan			
<b>Course</b>	World Language	<b>Level</b>	1
<b>Theme/Topic</b>	Contemporary Life: Living in the City	<b>Approximate Amount of Time</b>	6 weeks
<b>Targeted Performance Level</b>	Novice Mid/High		

Laura Terrill

## From Textbook to Thematic

23

Topic	French	German	Japanese	Spanish
Getting Acquainted	x	x	x	x
School	x	x	x	x
Family/Friends	x	x	x	x
Hobbies/City Places	x	x	x	x
Vacation – Travel, Weather, Seasons	x			x
Shopping			x	x
Daily Routine				x
Food	x	x	x	x
Holidays/Celebrations	x			x
House/chores	x			

Laura Terrill

## Level 1 – High School

24

### Level 1 - 5 or 6 units

- Introduction to Language Study (after first couple of weeks of school since much of this has to be done in English)
- Personal and Public Identities: Getting Acquainted / Global Citizenship (possible exchange student project) – Who am I?
- Family and Communities: Family and Friendship – How are we connected to others?
- Global Challenges: Healthy Lifestyle – What is a balanced lifestyle?
- Contemporary Life: A Day in the Life – How does where I live influence what I do?
- Contemporary Life/Global Challenges: Consumerism (if wanting a 6<sup>th</sup> unit) – What is responsible consumerism?
- Contemporary Life: Vacation Time – Why travel? What is an ideal city?

Laura Terrill

## Level 1 – Middle School

25

### Same units as high school plus optional units

- ❑ Ecotourism – Rainforests – What makes the rainforest unique?
- ❑ Puerto Rico – In Search of the Coquí
- ❑ Chocolate – What is the value of chocolate?
- ❑ Endangered Species – Why do we care?
- ❑ Rites of Passage – What does it mean to grow up?
- ❑ Biodiversity – What is biodiversity and why do we need it?
- ❑ Destination Galapagos – What is biodiversity?

Laura Terrill

## Key Points for Administration

26

- ❑ Proficiency Goals – What do you want students to be able to do by the end of the program? What do parents expect? What is the impact of tracking with regard to proficiency goals by level?
- ❑ What does the AP exam expect? Who can/should take the AP exam? What are reasonable expectations for scores?
- ❑ What is the purpose of World Language instruction? What are the Principles for Effective Language Instruction?

Laura Terrill